

Inspection of a good school: Woodford Church of England Primary School

High Street, Woodford, Kettering, Northamptonshire NN14 4HF

Inspection date:

11 May 2023

Outcome

Woodford Church of England Primary School continues to be a good school.

What is it like to attend this school?

There is a warm, friendly atmosphere at Woodford. Pupils feel confident and secure in their surroundings. Staff know all the pupils as individuals. Pupils trust that staff will help them deal with any worries they might have. One Year 6 pupil summed it perfectly when they told inspectors, 'I feel safe because everyone will help here. Everyone cares for each other at Woodford.'

Classrooms are calm, pleasant places in which to learn. Pupils listen respectfully to their teachers. They concentrate on their work. Pupils get on well together and enjoy spending time in each other's company.

The school's Christian vision of 'shine among them like stars in the sky' guides leaders' ambitions. They want all pupils to achieve their best. In collective worship, pupils learn about Woodford's twelve character-building values. Over time, pupils deepen their understanding of what these values mean and how they can live by them. For instance, pupils know that perseverance is about keeping going when things are tough and never giving up.

Parents are very pleased with the school. They appreciate the care and support provided for their children. They recognise the hard work of the staff at Woodford, particularly the new principal.

What does the school do well and what does it need to do better?

With the support of the Nene Education Trust, the new principal has made lots of improvements to the curriculum at Woodford. Together, they have ensured that it is ambitious for all pupils. Subject plans are clear about what pupils need to know and when.

Pupils really enjoy reading. They look forward to story time at the end of each day. Staff follow the school's chosen phonics programme closely. They teach phonics well. Teachers want pupils to be 'digraph detectives'. They encourage pupils to look for single sounds made by two letters. This helps pupils to accurately blend letter sounds into whole words. Teachers continually assess pupils' progress in phonics lessons. As a result, any pupil who needs extra help gets it straight away. Pupils are given books to read that match the letter sounds they know. However, when listening to individual pupils read their books, staff do not always make sure that pupils know what fluent sentence reading should sound like.

Teachers develop pupils' language and communication skills in all lessons. They provide sentence starters to help pupils structure their points of view clearly. Teachers make sure that pupils understand and use precise, technical terms. In mathematics, for example, pupils in Year 1 and Year 2 confidently used the word 'commutative' to explain how numbers can be added in any order to find the total. Teachers adapt their lessons so that pupils with special educational needs and/or disabilities (SEND) learn the full curriculum. The leader with responsibility for SEND makes sure that pupils receive precise support that is matched to their individual needs. As a result, pupils with SEND achieve well.

Because the curriculums in the foundation subjects are quite new, leaders have not yet closely checked how well they are being taught. Where this is the case, pupils do not have a secure understanding of the important knowledge and concepts that have been planned.

Leaders intervene early if pupils do not come to school as often as they should. This approach has seen an improvement in attendance and a significant reduction in persistent absence.

The school's Christian ethos is central to pupils' personal development. In collective worship, leaders share stories about the value for each half-term. This approach helps pupils take lessons onboard. Pupils then try to apply these values in their schoolwork. Pupils understand the importance of equality and inclusion. They are knowledgeable of British values and world faiths. In their personal, social, health and economic education (PSHE) lessons, pupils learn how to take care of themselves. For instance, they know how to look after their own well-being. Year 6 pupils told inspectors, 'You need to think about the things that fill and empty your bucket. The things that cheer you and get you down. Focus on the things that fill it up rather than the things that drain your bucket.' However, there are a limited range of extra-curricular clubs on offer at the school. There are few opportunities for pupils to take on positions of responsibility or leadership. These are things that leaders want to develop.

Leaders are considerate of teachers' workloads. Staff appreciate the help and support they receive to manage their responsibilities. Staff are proud to work at the school. They enjoy working with the principal.

Safeguarding

The arrangements for safeguarding are effective.

Leaders with responsibility for safeguarding ensure that staff understand their role in keeping children safe. Staff report any worries about pupils' welfare straight away. Leaders know when to seek further help for pupils. They refer their concerns to other agencies promptly. They ensure that families get the help they need. Safeguarding records are detailed. The Trust's safeguarding lead checks that the school's child protection policy is being carried out effectively.

In their PSHE lessons, pupils learn how to keep themselves safe, including when they are online. Pupils learn about consent. They know that their body belongs to them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Because the curriculums in the foundation subjects are quite new, leaders have not yet closely checked how well they are being taught. Where this is the case, some pupils do not have a secure understanding of the important knowledge and concepts that have been planned. Leaders need to systematically check that all curriculum plans are being implemented effectively and make sure that they are having the intended impact on what pupils know and can do in every subject.
- There are a limited range of clubs on offer at the school. Pupils do not have the opportunity to take on positions of responsibility or leadership. This prevents pupils from developing a wide range of talents and interests. Leaders should enhance the personal development offer at the school so that all pupils have access to a rich variety of extra-curricular experiences.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Woodford Church of England Primary and Nursery School, to be good in May 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146913
Local authority	North Northamptonshire
Inspection number	10268510
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	Board of trustees
Chair of trust	Tony Laughton
Principal	Lee Donovan
Website	www.woodford.northants.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined Nene Education Trust in June 2019. When its predecessor school, Woodford Church of England Primary and Nursery School, was last inspected by Ofsted, it was judged to be good.
- The most recent section 48 inspection of Woodford Church of England Primary School took place in November 2019. This is an inspection of the school's religious character.
- The current principal has been in post since September 2021.
- The school does not make use of any alternative provision.

Information about this inspection

- This was the first routine inspection of the school since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics and history. For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.

- Inspectors met with the principal, the director of school improvement, curriculum leaders and a sample of teaching and support staff. Inspectors met with the leaders with responsibility for pupils with SEND, behaviour and personal development.
- The lead inspector met with the designated leaders for safeguarding to discuss the actions taken to keep pupils safe. The lead inspector reviewed a range of documents, including the school's single central record.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to pupils' behaviour.
- The lead inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult. Inspectors met with groups of pupils from across the school.
- The lead inspector met with those responsible for governance, as well as senior staff from Nene Education Trust.
- Inspectors considered the responses to Ofsted's online questionnaire for parents, Ofsted Parent View, and considered the results of the Ofsted staff questionnaire.

Inspection team

Shaun Carter, lead inspector

His Majesty's Inspector

Ian Toon

Ofsted Inspector

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